

Forest Gate Children's Centre – Kay Rowe

SEN Information Report 2019 – 2020

At Kay Rowe we are committed to offering an inclusive curriculum, to ensure the best possible progress for all our pupils whatever their needs or abilities. We believe that inclusive education is an effective way to combat discriminatory attitudes and contribute towards the creation of welcoming and inclusive communities. Staff and governors at Kay Rowe Nursery School and Children's Centre are committed to the full implementation of the 2014 SEND code of practice: 0 to 25 year.

Which special educational needs do KR make provision for?

Children with a wide range of learning disabilities and additional needs are provided for in the nursery; ASD, speech and language, developmental delay, profound and multiple learning disabilities, physical disabilities, Down's Syndrome and behavioural/social and emotional disabilities.

Identification of children with special educational needs.

Children may be identified as having special needs in a number of ways.

- A family may indicate that their child has a particular need when they register their child for a nursery place.
- Staff may become aware of children with special needs who are attending sessions based in the Children's Centre or the Nursery School such as: Parent and Toddler group or during Kay Rowe explorers sessions (for children on the waiting list for the next year)
- Staff may become aware of children with special needs during home visits prior to their starting date at Nursery.
- Learning support services who are working with the families in the area may contact the school or advise the family to contact the school.

Assessment of children with special educational needs.

Assessment of a child's ability and progress is on-going throughout the year and is carried out by the SENCO, teachers and Early Years Educators. Kay Rowe also have a speech and language therapist who attends the school for one day a week who will carry out both formal and informal assessments of language and communication development. When necessary, referrals are made to external agencies such as Speech and Language, LCIS, and OT. These professionals then meet with the staff and parents to further identify a child's specific needs and highlight any necessary support or intervention needed. Also, wherever possible, the child is involved in the decision making process.

All children on SEN support are included on the School Provision Map (see below) which supports their individual needs in addition to the nursery curriculum. The SENCO monitors the implementation and holds monthly meetings with The Head Teacher, Deputy Head, key person and class teacher to discuss each child's progress and to monitor their records. Key persons also meet with the children's parents to set individual targets for them together.

The School Provision Map provides opportunities for ongoing assessment (communication/observations/children's work) and is reviewed termly. These reviews will identify the effectiveness of current interventions. Any necessary changes to future support are then made and new targets for the following term.

The Inclusion Team

The Inclusion Team are responsible for overseeing all support and progress for children with special educational needs and their families.

They are:

- The SEND coordinator is Paolina Tempesta who can be contacted via the school.
- The SEND Senior Family Support is Josie Brown.
- Two Senior Early Years Educators: Nadia Bryaj and Safa Muhammad) and 3 early years educators Sophie Leacy, Aneesa Patel and Rooksana Begum.
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The Governing Body as a whole is responsible for making provision for pupils with SEND. The Inclusion governor, with an interest in SEND, is Kuda Williams.

We also employ a part time Speech and Language Therapist (one day a week) and a part time dance movement specialist, specifically to work with children who have additional needs. In addition, staff have been trained to continue the dance and movement provision.

A Multi-Agency Approach

KR recognises the benefits of working closely with support services and external agencies in order to provide a fully inclusive and supportive learning environment.

Agencies currently used by KR:

- Speech and Language Therapy (SLT)
children.slt@nhs.net
- Occupational Therapy (OT)
childrenOT@nhs.net
- Physiotherapy
children.physiotherapy@nhs.net
- Behaviour Support Service (BSS)
www.newhamconnect.uk/Services/3069
- Health Visitors and Community Nurses
<https://www.eft.nhs.uk/service/138/Health-Visiting>
- Early Years Development Advisory Team (EYDAT)
<http://www.newhamconnect.uk/Services/3067>
- Language Communication and Interaction Service (LCIS)
<http://www.newhamconnect.uk/Services/3068>
- Area SENCO
- Sensory Services
- CDS

There are also regular multi- agency meetings attended by the Head Teacher or the Centre Coordinator and Family Support Worker. These are multi-agency liaison meetings, with representation from Social Services, Health and Education, to ensure

effective collaboration in identifying and making provision for vulnerable pupils.

Where parents/carers can get extra support:

- There are a number of parent support groups e.g. Parent Partnership.
www.parentpartnership.org.uk
- Parents can get advice and information on special educational needs at:
<https://www.gov.uk/children-with-special-educational-needs>
- If your child has special educational needs (SEN) find out about the support available and how you can get it on the Newham Council website:
<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>.

The Senior SEND Family Support Officer holds a Weekly group at the nursery for parents of children with additional needs. This is a supportive group and enables parents to talk to other parents and share strategies.

The Curriculum

The curriculum we present is broad and balanced. Staff plan activities and learning opportunities (based around the Development Matters document), which are developmentally appropriate, differentiated and flexible enough to meet the needs of all children including those with a range of special needs. We recognise that early identification of difficulties and appropriate intervention will give children the best possible start, help them progress and raise achievement. Through our curriculum organisation we aim to enable all children to have equality of access and to reach a high standard of achievement in relation to their potential. In addition to this we offer a range of specialised groups according to need (Provision Mapping).

Provision Mapping

Our Inclusion Team offer a wide range of activities designed to provide learning opportunities that support and meet the needs of children with SEND. These activities include: specific language activities, Box Clever, Sensory Stories, Super Snackers (for children who may be tactile defensive or have feeding issues) Developmental Movement, Soft Play, use of the Sensory Room, Circle-Time. Children identified as having additional needs will have access to this Provision Mapping. The SEN outreach officer offers family support and a range of support to parents, including “home talker” SEND stay and play, Triple P Stepping Stones (for parents of children with SEND), EPATS (Early Positive Approach to Support) and Early Birds. Kay Rowe also employ a developmental movement dance specialist who works with children on a 1:1 basis or in small groups. These sessions are designed to meet the developmental needs of individual children.

Resources and equipment

We use visual timetables, objects of reference, picture references, core boards, books and intensive interaction.

We have a sensory room which can help promote language and social skills as well as being a quiet, relaxing place for the children to enjoy.

Staff are also trained in the use of hoists and peg feeding.

Staff training

The school audits training needs for all staff taking into account school priorities as identified in the School Development Plan (SDP), as well as individual Continued Professional Development.

Partnership with Parents and Carers

At KR we believe that parent/carer knowledge, views and concerns are an integral part of the process of identifying and addressing their child's SEND and their involvement as partners vital. The effectiveness of any intervention depends upon their level of involvement. Parents/carers are involved and consulted throughout the process. Procedures are explained so that there is a close working relationship and so that parents/carers are aware of the targets set for their child and the support that is being provided. They are also offered advice about how they can work with their child at home. Consultation with parents is made informally on a daily basis as well as at Parent Conferences and review meetings. Additional consultations can be made at either the parents/carers or our request at a mutually convenient time. Parents/carers may bring a friend to meetings for support. KR will make arrangements for an interpreter or translator to be present at meetings when necessary.

Newham's Parent Partnership Service offers support and advice for parents/carers of children with SEND. Their telephone number is available through the school.

Transition

When children on the C.O.P are due to go to Primary School a transition programme is implemented as soon as possible, usually 8-10 weeks before transfer. The SENCO liaises with the parents/carers and SENCO of the Primary School to ensure that effective arrangements are in place to support the child. Specific issues which may cause the child difficulty in transition are considered and where possible strategies put into place to ease them. A review meeting is also held and staff from the receiving school, along with parents/carers invited to attend.

Complaints Procedure

Staffs liaise closely with parents/carers at all times, however, in the event of parents/carers feeling unhappy about the school's response to their child's needs the LA complaints procedure will be followed. Leaflets explaining this procedure can be obtained from the Office Manager or Head Teacher. Complaints should always be discussed with the Head Teacher.

The Local Offer

Parents can find general information on support available within Newham for children with special educational needs (SEN) or disabilities in early education at:

<https://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>